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# **Title: Student Radiographers' Attitudes Towards the Older patient – A Longitudinal Study**

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## **Student Radiographers' Attitudes Towards the Older patient – A Longitudinal Study**

**Purpose:** To design, implement and evaluate the effect of an educational intervention on student radiographer attitudes across their educational tenure.

**Methods:** In the first phase, an educational intervention that involved didactic lectures, reflective exercises and simulation suits, aimed at improving student radiographer attitudes towards the older person, was designed and implemented. Kogan's attitudes towards older people (KoP) scale was administrated at five test points; pre-intervention; post-intervention; 6 months post intervention; 12 months post intervention and 24 months post intervention. At the final test point these quantitative data was supplemented with qualitative data for triangulation of the findings.

**Results:** Students held positive attitudes towards older people pre intervention, these increased significantly post intervention ( $p=0.01$ ). However, this increase in positive scores was not noted at 6 months and 12-months post intervention. At 24-months post intervention, although there was a slight increase in positive attitudes when compared to the 6 and 12 month scores, this increase was not found to be significant ( $p=.178$ )

**Conclusion:** The results post-intervention suggested that an educational intervention can have a significant impact on student radiographer's attitudes towards older people. However, the qualitative data suggests that experiences on initial clinical placement can be detrimental to attitudinal scores, particularly if the intervention does not include Dementia care strategies.

### **Key words**

Attitudes; education; Kogan's attitude towards older people scale; radiography; simulations

## **Highlights**

- Reports the effects of an intervention to improve attitudes to older people
- Post-intervention attitudes were significantly more positive
- At 6 months and 12 months post-intervention mean positive scores were reduced
- At 24 months post-intervention scores had again increased
- The qualitative data suggests interventions should include Dementia care

Introduction

Increasing life expectancy in the western world has resulted in many healthcare services progressively handling larger proportions of older adults. In 2012, 34% of the population admitted to Norwegian hospitals were aged over 67<sup>[1]</sup> and it is now the case that the majority of patients examined in UK medical imaging departments are aged 65 years and over.<sup>[2]</sup> Despite this upward trend in frontline clinical practice, a strong body of contemporary evidence suggests that negative staff/trainee attitudes towards older people remain prevalent in a number of healthcare domains, including radiography itself.<sup>[3-8]</sup> The consequences of this situation for patient care is logically a matter of some concern,<sup>[5,9]</sup> though the history of social psychology shows us that establishing a defensible *causal* link between expressed attitudes and practical behaviours in any domain remains a problematic task at best.<sup>[10]</sup> It is certainly the case that no study in radiography has to date explored, in any manner, the impacts of given professional attitudes towards older patients in direct clinical practice.

This paper is the third of three emerging from a broader longitudinal study assessing the quantitative outcomes of a tailored educational intervention, designed to promote positive attitudes towards older people, for a sample of Norwegian student diagnostic radiographers. Using Kogan’s attitude scale,<sup>[11]</sup> measurements were taken pre-intervention, and then in the short, medium and longer terms across the course of the participants’ training. Specifically reported here are results from the final phase of the study, addressing the longer-term impacts of the intervention.<sup>a</sup> Furthermore, and as subsequently outlined in greater detail, these statistical data are then triangulated against qualitative findings derived from focus groups, conducted with participating students at the very end of the study. This mixed-method approach, it is contended, not only helps clarify some emergent concerns that do not lend to

<sup>a</sup> The short and medium-term findings are described in two previously-published papers [references redacted for blinded peer review].

straightforward explanation, and allows participants to contextualise them in terms of their own real-world activities, but also shines a novel critical light on the extent to which the findings of this research can be generalized to real-life settings of attitude-based research.

### ***Background and intervention***

Education is widely viewed as a key component in preventing or reversing the development of negative attitudes towards older people, especially among student healthcare practitioners.<sup>[7,12]</sup> The importance of *early* intervention, in this respect, is emphasised by Kearney et al (2000), who argue that these individuals are particularly at risk of developing intractably ‘ageist’ attitudes over time, even where they might not have previously held them.<sup>[3]</sup> Difficult encounters with the frailer and sicker segment of the older population, and the corollary workload and stress that can accumulate, they maintain, all have the capacity to engender an adherence to prejudicial stereotypes among clinical workers.<sup>[3,9,13]</sup>

In a widely-cited study, Collins and Brown (1989) highlight how nurses who are initially exposed to frail and unwell older patients are more likely to develop generalised negative attitudes than those whose early contacts are with older patients who are generally fit and healthy.<sup>[14]</sup> This echoes the commonly documented theme in social psychological studies of prejudice, that consistent and/or vividly-remembered difficult experiences with particular members of a particular ‘class’ of persons often results in a negative aspect towards all individuals that belong to that socio-demographic.<sup>[15]</sup> In short, the immediate clinical problem is that practitioners might be inclined to pre-judge any older person in terms of the stereotypes associated with their social group, and anticipate that all of the problems potentially associated with that group will then likely apply *in* that case.

Given the above, a two-day programme was designed to 'set' student radiographer attitudes as positively as possible at an early stage in their training, such that they might be resilient to the factors that might result in a deterioration of these attitudes for reasons so far documented. The first day was based on the work of Palmore,<sup>[16]</sup> and his extensive research on ageism, attitudes and stereotypes. Didactic lectures were organised to dispel the common myths around ageing e.g. loneliness, poverty, intelligence and mental decline as well as how ageism is perpetuated both in the media and in health care. Sessions around the normal processes of ageing, and figures that demonstrate compression morbidity were used for education and debate.<sup>[17]</sup> Day 2 made use of workshops and role play and was based on the work of Aday and Campbell (1995) and Blundell et al (2011)<sup>[13,18]</sup>. Here students were dressed in simulation suits (Sakamoto Model M176), that mimicked some of the pathophysiological processes associated with ageing e.g. muscle fatigue, movement restriction as well as sensory loss e.g. macular degeneration and hearing loss. These were used to encourage students to reflect upon how they might better empathise with the older patient in the x-ray room, such that sensory and physical deficits might be better accommodated. Research was then conducted to explore the consequences of this intervention.

## Method

Ultimately, a mixed-method approach is reported here, the facility of which has been well-documented within radiography research.<sup>[19,20]</sup> The qualitative component reported was not, however, an original feature of the research design, but (as previously noted) a post-hoc strategy for triangulating, and thus making sense of, some of the quantitative findings that had been difficult to explain. As such, the methodological concerns pertinent to the two phases of

1 data collection and analysis central to this paper are outlined independently, in the way that  
2 they procedurally arose.  
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## 8 *Design I* 9

10 The primary quantitative study was grounded in a longitudinal survey of  
11 undergraduate radiography students' attitudes towards older people. Using the Kogan attitude  
12 towards older people (KOP) scale,<sup>[11]</sup> a trusted tool in this order of contemporary social  
13 research, comparisons were made across multiple time-points. For the purposes of this study,  
14 the KOP was translated into Norwegian using the translation-back-translation procedure  
15 though, as reported in published literature, this is not the first time the scale has been  
16 translated into a Scandinavian language.<sup>[21]</sup> In total, five measurements were taken:  
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- 28 • One pre-intervention; before any clinical placement (January 2014);
  - 29 • One immediately post-intervention; also before any clinical placement (January  
30 2014);
  - 31 • six months' post intervention (directly after the participants' first clinical  
32 placement, (July 2014));
  - 33 • One year after the intervention (after the participants' second year of clinical  
34 placements, (January 2015));
  - 35 • Two years after the intervention (after the participants have third year clinical  
36 placements, (January 2016)).
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54 This paper reports results from the last measurement, further drawing upon prior papers to  
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## *Participants I*

At the initial point of sampling, N=42 undergraduate radiography students were registered on a BSc Radiography course at a single Norwegian University. All, with full institutional ethical approval, and after giving informed consent, agreed to take part in the study. Of these, N=38 completed the two-day intervention (four were unable to attend the full two days due to student sickness). As the research progressed, nine students departed the course, leaving N=29 students participating at the 5-month and 12-month points. Two years post-intervention, a further three students had left the course. Therefore, responses from N=26 students were measured at the final testing point. The mean age of these students was 25.38, (SD = 6.00). 73% were female, 27% male. As students had been allocated a unique identifier at the beginning of the research, it was possible to remove withdrawals from the data presented previously.<sup>b</sup>

## *Analysis I*

The KOP scale itself is made up of 17 positive statements and 17 negative statements around attitudes towards older people. Participants are asked to indicate how strongly they agree or disagreed with each statement using a seven point Likert scale. Response alternatives include, strongly agree (7), slightly agree (6), agree (5), uncertain (4), disagree (3), slightly disagree (2) and strongly disagree (1). Negative statements are reversed scored when analysed. The total score ranges are from 34 to 238, with a score of 136 indicating a neutral attitude; scores above 136 signify a more positive attitude.

Summary statistics (frequencies and percentages) are presented here for the KOP scores across the 5 testing points.<sup>c</sup> Statistical comparisons were made using the Friedman test

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<sup>b</sup> The data with these individuals removed was therefore re-analysed using Wilcoxon. Very little difference is noted in the originally reported findings (references redacted for blinded review) and those that are reported here.

<sup>c</sup> Statistical Package of Social Sciences (SPSS) Version 22.0 (IBM SPSS, NY, USA) and program R (R Foundation for Statistical Computing, Vienna, Austria) were used for the statistical analysis.

1 to identify if there were any significant differences between the mean scores. The threshold of  
2 significance for Friedman test was  $p = \leq 0.05$ . Differences between two points were carried  
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4 out by Wilcoxon signed rank test with Bonferroni correction,  $p = \leq 0.008$  ( $0.05/6$ ).  
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## 9 *Design II*

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12 Three focus groups were employed to triangulate the results obtained from the  
13 statistical work. It should be noted here that the interviews were only undertaken in the final  
14 phase of the study. The qualitative data that emerges from this type of approach is well-  
15 documented to illuminate a range of issues pertinent to participants themselves, with the  
16 additional facility of giving them an opportunity to voice their experiences in the way that  
17 they usually would in the company of peers.<sup>[22]</sup> A semi-structured schedule, informed by the  
18 findings from the quantitative results, was administered. Participants were invited to explore  
19 the reasons behind particular responses in as open a manner as possible, and also to reflect on  
20 the questions they had been asked. The mean duration of the focus groups was one hour. All  
21 facilitation was undertaken by the third author, a seasoned academic nurse with extensive  
22 working experience in qualitative healthcare research. Questioning was open, and invited  
23 inter-participant discussion. E.g.: Explain your views on attitudinal changes during the study  
24 periods and your view towards older patient over the two years since the intervention. How  
25 was your experience working with the older people at clinical departments? What are your  
26 views now about the intervention? Again, full informed consent was obtained from all  
27 participants, and all collection and data management procedures were handled in full  
28 correspondence with the ethical requirements of the governing institution.  
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## 56 *Participants II*

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Of the N=26 participants who completed the final round of the KOP survey, N=20 consented to take part in the focus groups. The composition of the individual groups is summarised in Table 1.

*Table 1: Focus group composition*

## ***Analysis II***

The focus group data were transcribed verbatim. Thematic analysis, as recommended by Braun and Clarke<sup>[23]</sup>, was utilized without the use of qualitative data analysis software, due to a relatively small amount of data. Consistent codes, and key themes, were developed from the raw data in discussion by all authors, to complete an advanced process of triangular consensus validation.<sup>[23,24]</sup> Emergent global themes were then used to reflect upon the statistical data.

## **Results I**

The mean pre-intervention KOP score was 160.31 (SD 14.38), indicating a generally positive attitude. At immediate post-intervention, this significantly increased to 170.19 (SD 17.28,  $p < .001$ ). At the six month post-intervention point, the mean regressed to a level similar to that of pre-intervention measurement (163.73 / SD 17.46), and this remained true at the one year point (163.0 / SD 18.14). At the point of two years post-intervention, however, the mean KOP score returned to a point significantly greater than the pre-intervention measurement ( $p < .001$ ), and similar to that of the immediate post-intervention score ( $p=0.178$ ), see figure 1. Total mean scores for each question across the five time points are shown in Table 2.

*Figure 1 – Mean scores across the five testing points*

Friedman test only showed a significant difference in mean scores across the five time points for question 23 “*Old people should have power in business and politics*” ( $p = 0.009$ ). Analysis using Wilcoxon Signed rank with Bonferroni correction also demonstrates a significant difference in mean scores for this question, between one year and two years post intervention ( $p = 0.003$ ). No other significant differences in individual questions, across the time points, were identified.

*Table 2 – Total Mean scores for all questions across all time points*

## **Results II**

Analysis of participant contributions rendered relevant two global themes pertinent to the business of making sense of the quantitative findings:

1. Physical interventions and psychological symptoms
2. Age in general, and older persons in medical care

### ***1. Physical interventions and psychological symptoms: Issues of intervention***

While drawing attention to the training they had received around ageing during the intervention, a substantial number of the focus group participants also addressed how some of the older patients they had subsequently handled were not just ‘older’, but also suffered from dementia. Thus, while the intervention had given them useful tools with which to handle the physiological and sensory needs of the older patient, they remained at a loss and “feeling insecure” when:

1                    “[Y]ou go to the first placement and don’t know how to handle the elderly, if they  
2                    have dementia, how to get them on the table, you are not prepared how to talk to  
3                    them”  
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9                    “[T]he focus on the elderly at the college [was] 5 minutes together in the radiology  
10                    department, not them on the wards”  
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17                    This has significant import for the study at hand. While natural physiological and  
18                    sensory ageing’ was illustrated to the students, the issue around a patient’s cognitive  
19                    impairment was not a component of the intervention. Consequently, we might see the  
20                    participants’ assimilation of the intervention as initially literal and, after time, adaptive.  
21                    Hence, the initial dip, and subsequent improvement in scores, as the students progressively  
22                    learned to contextualise the content of the intervention within the more complex environments  
23                    of real practice.  
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## 36                    ***2. Age in general, and older persons in medical care : Issues of measurement*** 37

38                    A number of participants discussed how, in the period post-intervention, they had frequently  
39                    observed phenomena such as older people complaining that younger people do not stand up  
40                    for them on the bus. As some actively asserted, several KOP items (e.g. Item 31: “One seldom  
41                    hears old people complaining about the younger generation.”) had encouraged an attention to  
42                    potentially difficult matters in broader social life, and that this may have coloured their  
43                    attitudes across the earlier stages of the survey. However, following extended time in clinical  
44                    placement, participants (almost universally) reported that in healthcare itself, they had found  
45                    older patients to be more accommodating, and more appreciative of the younger  
46                    radiographers, than were many younger patients.  
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2           “[older] patients, don’t complain, they’re grateful and appreciative of the younger  
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4           radiographers  
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10 In these terms it seems that at the six month and one year points, the participants were  
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12 responding to the KOP (and partially as a result of the KOP) in regards to their broader social  
13  
14 experience. At the two-year measurement point, they were responding according to their  
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16 clinical experiences. Indeed, seeing older persons within these contexts had engendered an  
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18 attitude that had overridden their previous social stereotypes in some cases:  
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24           “Seeing [older] patients endure....experience pain...they are tough”  
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29           “Initially I did not agree...but after visiting older people in their homes [nursing  
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31 placement] I now agree”  
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36           “You don’t change personality just because you get older...some are polite....some  
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38 are rude”  
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43           “[W]ith patients with Dementia, even with the same diagnosis they are quite different,  
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45 you have to approach them in a different way”  
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51 They had, in short, accumulated sufficient clinical experience to be able to contextualise the  
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53 requirements of the KOP as an account of their attitudes as they relate to radiography.  
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## 59 Discussion 60 61 62 63 64 65

1 Although it may be difficult to generalise the findings of this study to the wider population  
2 due to the small sample size, its longitudinal nature, coupled with the triangulation of  
3 qualitative data enables us to give some insight into the use of interventions to improve  
4 attitudes towards older people. For example, following a ‘deterioration’ in positive attitude  
5 between the post-intervention measurement and the six-month point (which remained stable at  
6 the one-year point), there was subsequent uplift in mean KOP scores at the two-year point.  
7 These findings are, in some respects, consistent with Fowler’s work regarding radiography  
8 students<sup>[8]</sup>, although Fowler’s work speculated the impact of qualified staff on student  
9 radiographer attitudes, therefore a limited account is provided therein for why such results  
10 may have arisen. We might speculate that, particularly given the already positive scores pre-  
11 intervention and immediate uplift resulting from the targeted intervention itself, the six month  
12 and one year results are simply evidence of regression to the mean; the two-year  
13 measurement, meanwhile, could be an output of increasing clinical confidence born of greater  
14 experience largely unconnected to the intervention. This was certainly found to be the case in  
15 mental health nursing, where it was found that clinical experience in the area of mental health  
16 positively influenced the attitudes of nursing students towards mental health patients,  
17 particularly if the students had been satisfied with that clinical experience<sup>[25]</sup>. The active  
18 contributions of the participants involved in the focus groups, however, give us cause to  
19 consider some different possibilities.

20 Firstly, and at the substantive level, it is important to reflect upon how the participants’  
21 increasing clinical experience with older people was inherently bound-up with their  
22 experience of handling patients with dementia. It is perhaps worth noting here that the initial  
23 placements for these students were not in the radiography department, but in nursing homes  
24 and wards. Here students are expected to develop skills such as moving and handling, wound  
25 dressings and communication skills. In these terms, the participants found it initially difficult

1 to find the relevance of the intervention provided, which focussed on the care of the older  
2 patient in a radiology department and did not include information on how to communicate  
3 with patients who have dementia. However, they were increasingly able to contextualise  
4 what they had learned over time once they found themselves in the radiology department.  
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9 Secondly, and at a more functional level, educational interventions are widely noted to  
10 be only as effective as the target audience's ability to adapt them to personally-relevant  
11 empirical circumstances<sup>[26]</sup>. This is a well-documented problem with public health  
12 interventions. For example, recent public health campaigns regarding the dangers of smoking  
13 have had distinctly limited demonstrable effect on smoking rates in the UK<sup>[27]</sup>. However, there  
14 is a strong correlate between individuals personal experiences and their capacity to quit<sup>[26]</sup>.  
15 This gives us cause to reflect upon how situationally-relevant the original intervention might  
16 have been for the participants involved on several counts. The participants involved in the  
17 focus groups drew attention to how the original intervention had made them more empathic  
18 towards older people in general. However, due to their lack of clinical experience, the KOP  
19 had encouraged them to be attentive to the aspects of everyday social interactions with older  
20 people. This leads us to be critical of the KOP in the initial phases of the research, in that it  
21 measured the students' societal attitudes towards older people, rather than those that are more  
22 relevant to the health care setting.  
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43 For a relatively untrained individual, who only has their social experience on which to  
44 primarily draw, this is hugely significant. It reflects strongly upon the interrelation between  
45 research design and findings. In this case, asking a novice set of radiographers how they rate  
46 their observations of 'older people' will result in them scoring their views based on their  
47 experiences in general. As professional experience develops, however, and as suggested by  
48 the additional qualitative data, the influence of broader social experience diminishes and the  
49 healthcare professional is increasingly able to compartmentalise their social experience from  
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1 their clinical work, it is this that perhaps explains the uplift in attitudinal scores in the latter  
2 stages of the research.  
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## 7 **Conclusion**

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9 Despite the limitations of using the KOP to measure health care attitudes in the initial  
10 phases, these data, coupled with the discussions from the focus groups suggests that the  
11 educational intervention influenced student attitudes towards older patients. However clinical  
12 experiences can be detrimental to these attitudes if the intervention itself does not give  
13 students some confidence in dealing with some of the communication challenges often  
14 associated with Dementia care. It also seems that the intervention, used in this study, did  
15 provide confidence during radiological procedures when negotiating the physiological and  
16 sensory deficits associated with ageing, as evidenced by some of the responses given in the  
17 focus groups. Nonetheless both the quantitative and qualitative findings demonstrate the  
18 importance of clinically relevant training alongside such interventions should we wish to  
19 encourage positive attitudes towards older patients.  
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## **Acknowledgements**

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Figure(s)

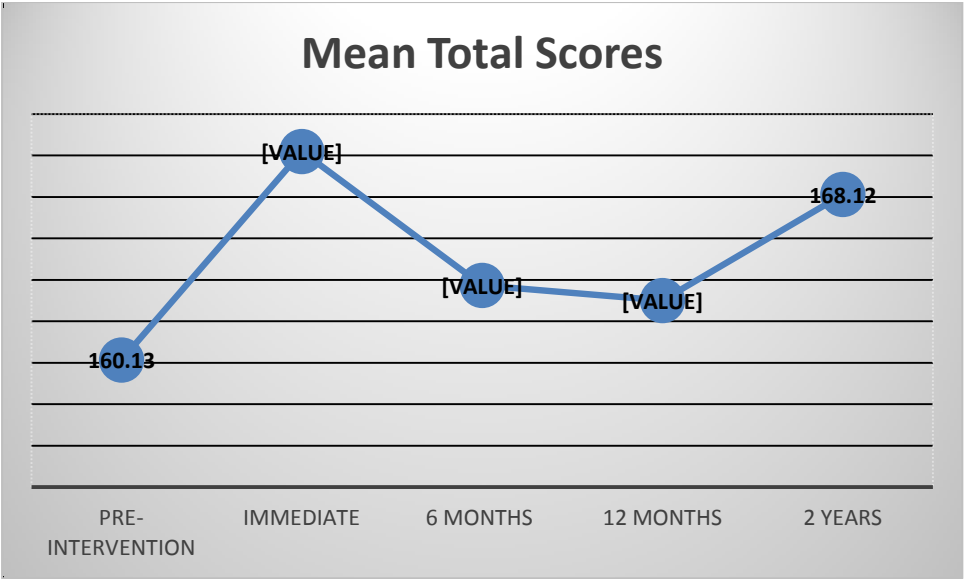


Table 1

Group	N	M/F	<i>m</i> age (years) / SD
1	6	2/4	25.2 / 5.98
2	7	2/5	23.7 / 3.09
3	7	2/5	23.8 / 5.84

Table 2

Items	Pre test	Post test	Post test six months	Post test 12 months	Post test 24 months
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
1. It would probably be better if most old people lived in residential units with people their own age.	4.77 (1.73)	5.46(1.24)	4.89(1.61)	4.73(1.34)	4.73(1.38)
2. Most old people are cheerful, agreeable, and good humored	4.39(1.55)	5.04(1.37)	5.08(1.44)	5.23(1.42)	5.31(1.32)
3. Most old people are constantly complaining about the behavior of the younger generation	3.89(1.56)	4.31(1.44)	4.50(1.18)	4.54(1.53)	4.85(1.35)
4. People grow wiser with the coming of old age	4.39(1.44)	4.77(1.24)	4.96(0.82)	5.00(1.27)	4.92(1.44)
5. Old people have too much power in business and politics	4.92(1.35)	5.19(1.23)	5.58(1.33)	4.65(1.41)	4.69(1.38)
6. When you think about it, old people have the same faults as anybody else	4.81(1.70)	4.65(1.74)	5.00(1.77)	5.31(1.60)	4.65(1.44)
7. In order to maintain a nice residential neighborhood, it would be best if too many old people did not live in it.	5.96(1.11)	5.96(0.82)	5.31(1.26)	5.31(1.05)	5.69(1.23)
8. Most old people would prefer to continue working just as long as they possibly can rather than be dependent on anybody	4.65(1.23)	5.39(1.42)	5.27(1.19)	4.78(1.53)	4.96(1.31)
9. Most old people tend to let their homes become shabby and unattractive.	5.69(0.93)	5.58(1.07)	5.39(1.02)	5.08(0.98)	5.50(0.99)
10. Most old people seem quite clean and neat in their personal appearance.	4.69(1.26)	5.12(1.28)	5.19(1.13)	5.08(1.02)	5.15(1.35)
11. Most old people are irritable, grouchy, and unpleasant.	5.19(0.89)	5.85(0.97)	5.53(1.14)	5.65(1.01)	5.61(1.13)
12. Most old people need no more love and reassurance than anyone else	2.42(1.48)	2.39(1.39)	2.23(1.42)	1.81(1.20)	1.96(1.11)
13. It is evident that most old people are very different from one another.	5.69(1.64)	5.96(1.46)	5.73(1.49)	6.00(1.32)	6.00(1.41)
14. Most old people are really no different from anybody else; they're as easy to understand as younger people.	3.38(1.47)	3.23(1.66)	3.73(1.28)	3.85(1.71)	3.89(1.31)
15. Most old people get set in their ways and are unable to change	3.58(1.58)	4.31(1.69)	3.89(1.68)	3.62(1.58)	3.96(1.66)



16. Most old people can generally be counted on to maintain a clean, attractive home	5.27(1.18)	5.27(1.34)	5.42(0.98)	5.19(1.13)	5.08(1.32)
17. It is foolish to claim that wisdom comes with age	4.81(1.42)	4.54(1.56)	4.58(1.30)	4.85(1.49)	4.85(1.12)
18. You can count on finding a nice residential neighborhood when there is a sizeable number of old people living in it.	4.04(1.40)	4.39(1.24)	4.27(1.37)	4.27(1.28)	4.42(1.27)
19. There are a few exceptions, but in general most old people are pretty much alike	5.69(1.16)	5.77(1.11)	4.92(1.65)	5.04(1.56)	5.15(1.32)
20. One of the most interesting and entertaining qualities of most old people is their accounts of their past experiences.	5.61(1.30)	5.73(1.28)	5.31(1.12)	5.42(1.24)	5.42(1.33)
21. Most old people spend too much time prying into the affairs of others and giving unsought advice	4.96(1.21)	5.23(1.31)	4.73(1.19)	5.04(1.08)	5.46(1.03)
22. Most old people should be more concerned with their personal appearance; they're too untidy	5.31(1.05)	5.65(0.85)	5.73(1.00)	5.23(1.24)	5.61(1.20)
23. Old people should have power in business and politics	3.85(1.54)	4.54(1.48)	3.69(1.29)	3.39(1.42)	4.19(1.42)
24. Most old people make one feel ill at ease	5.27(1.28)	5.46(1.21)	5.42(1.17)	5.58(1.45)	5.73(1.34)
25. It would probably be better if most old people lived in residential units with younger people.	4.35(1.44)	5.00(1.30)	4.46(1.30)	4.73(1.19)	4.77(1.11)
26. There is something different about most old people; it's hard to find out what makes them tick	5.23(0.95)	5.23(1.03)	5.19(1.10)	5.58(1.03)	5.35(1.16)
27. Most old people are capable of new adjustments when the situation demands it.	4.39(1.58)	5.39(1.44)	4.77(1.77)	4.54(1.63)	5.15(1.52)
28. Most old people would prefer to quit work as soon as pensions or their children can support them.	4.08(1.13)	4.12(1.31)	4.35(1.41)	4.27(1.40)	4.69(1.12)
29. Most old people tend to keep to themselves and give advice only when asked.	2.77(1.28)	3.35(1.33)	3.46(1.61)	3.42(1.45)	3.27(1.37)
30. If old people expect to be liked the first step is to try to get rid of their irritating faults	5.77(1.21)	6.15(0.96)	5.77(1.03)	5.54(1.21)	6.08(1.06)
31. One seldom hears old people complaining about the behavior of the younger generation.	3.42(1.53)	3.62(1.42)	3.65(1.52)	3.62(1.39)	3.73(1.56)
32. Most old people make excessive demands for love and reassurance than anyone else	5.85(1.19)	6.08(1.16)	5.81(0.98)	5.89(1.11)	6.08(1.02)
33. Most old people are very relaxing to be with	5.39(1.20)	5.31(1.23)	5.35(1.20)	5.23(1.31)	5.54(1.14)

34. <i>Most old people bore others by their insistence on talking “about the good old days</i>	5.85(1.12)	6.19(0.90)	5.58(1.42)	5.58(1.14)	5.73(1.12)
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